

EDAP 7020—SUPERVISION OF INSTRUCTION
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Catalogue Course Description: EDAP 7020 Supervision of Instruction (4 Hours)

The basic concepts of supervision, its contribution to the total school program, and means of improving instruction through supervision.

Required Book

Zepeda, S. J. (2003). *Instructional supervision: Applying tools and concepts*. Larchmont, NY: Eye on Education.

Mission Statement and General Statement of Purpose for the Program in Educational Administration and Policy

The Program in Educational Administration and Policy is committed to providing world-class teaching, research, and service related to educational administration and policy for the improvement of learning for all students.

The Program in Educational Administration and Policy prepares students for careers as educational policy analysts, researchers, college and university faculty, and school administrators. Degree programs in the Program provide students with a thorough understanding of educational policy analysis, administrative studies, social and behavioral sciences, educational foundations, and a broad range of research methods including historical, econometric, legal, qualitative, and quantitative data analysis. Students apply multi-disciplinary and critical ways of thinking to the analysis of problems of educational policy and practice in a diverse, democratic society.

Purpose of Course and Overview

The purpose of this course is to develop the skills for effective supervision of instruction while exploring the theoretical foundation and the knowledge base in the field of supervision. The course focuses on the supervision of classroom environments and the relationship of instructional procedures to the processes of observation and conferencing following a variety of models that offer both technical and developmental support for teachers.

Relationship of EDAP 7020 to the Mission and Purpose in the Program in Educational Administration and Policy

All aspects of the course, EDAP 7020, Supervision of Instruction, reflect the primary purposes of the Program in Educational Administration and Policy to bridge theory, research, and practice. Course instruction and experiences lead students through the Program's belief that schools are complex organizations that need leaders who understand: 1) theoretical and conceptual aspects of schools, their people, and programs for both children and adults who are constantly learning from the context of the organization; 2) the technical knowledge of the content areas and areas of specialization found within the study of educational administration and policy; and 3) the integration and balance of theory, research, and practice in the field and practice of instructional supervision.

EXPECTED LEARNER OUTCOMES*:

By the end of this course, participants will know, understand, and be able to:

- 1) Use a variety of supervisory models to improve teaching and learning (e.g., clinical, developmental, cognitive and peer coaching, as well as applying observation and conferencing skills). [3.7] {2.0}
- 2) Note the differences in intents, processes, and outcomes between supervision and teacher evaluation (e.g., summative vs. formative) by applying effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff. [4.3] {2.0}
- 3) Relate the relationship between supervision and effective teaching (instruction) by developing collaboratively a learning organization that supports instructional improvement, builds an appropriate curriculum, and incorporates best practice. [3.2] {2.0}
- 4) Discuss the differences of supervision and evaluation for preservice, beginning, and professional teachers by applying adult learning strategies to professional development, focusing on authentic problems and tasks, and using mentoring, coaching, conferencing and other techniques to ensure that new knowledge and skills are practiced in the workplace. [4.2] {2.0}
- 5) Articulate a belief system and vision about the role of the supervisor as an agent for instructional and non-instructional staff to be able to formulate and implement a self-development plan, endorsing the value of career-long growth, and using a variety of resources for continuing professional development. [4.4] {1.0, 2.0}
- 6) Use appropriate interpersonal skills (e.g., exhibiting sensitivity, showing respect and interest, perceiving needs and concerns, showing tact, and exhibiting consistency and trustworthiness) while working with the instructional staff on the process of continuous improvement of instruction. [7.1] {1.0, 2.0, 5.0}

- 7) Create the conditions that motivate staff ... while supervising individuals in the classroom and the overall instructional program. [1.2] {2.0}
- 8) Describe the process of supervision and evaluation at the district and building levels. {2.0}
- 9) Develop a professional learning and development plan for teachers based on the principles of adult learning theory and knowledge of career stages, interpretation of classroom observation data, the learning needs of students in which the teacher is responsible and the wide-range of knowledge and research about instructional methods. {2.0, 2.1, 2.2, 2.3, 2.4}

*These goals are based on the NCATE (1999) Standards for Administrator Preparation. They are also cross-referenced with the Interstate School Leaders Licensure Consortium (ISLLC) Standards [] and the Educational Leadership Council (ELCC) Standards for Advanced Programs in Educational Leadership {1.1, 2.0, 2.1., 2.2, 2.4}.

Overall Framework for EDAP 7020

Supporting and facilitating the improvement of instruction is dependent on an understanding of the principles of adult learning, change, teacher development and career stage theory, and principles of motivation. For principals and other supervisors (e.g., assistant principals, department chairs) to be able to support instructional improvement, knowledge of teachers' experience level, areas of expertise, and professional development needs is essential. Although the principal is the primary instructional leader of the school, every faculty member, when empowered to do so, can be an effective instructional leader.

Reflective Component

Students will respond (typewritten) to prompts concerning their experiences with supervision as teachers. These prompts, which will average 3-5 pages, will allow students to reflect on supervisory strategies that have been used with them in their professional experience and why those strategies were or were not successful in helping them to improve their instruction.

An ongoing reflective component is the development of the vision for learning and leading which adds to the development of the Philosophy of Educational Administration and Policy. In EDAP 7020, students will develop a vision of learning and leading focusing on how supervision and professional development add to the overall Philosophy of Educational Administration and Policy.

Performance and Field Component

Students will conduct a complete cycle of clinical supervision in the field with a practicing teacher. The completed project will include 1) a written report including a video-tape of the pre-observation and post-observation conference, 2) raw data collected using two data collection tools deemed appropriate based on the focus established in the pre-observation

conference, 3) an analysis of the school and classroom context including the characteristics of the students, 4) a summary and analysis of what was shared with the teacher in the video-taped post-observation conference, 5) a detailed professional growth plan for the teacher based on career stage, principles of adult learning, and instructional improvement targets, and 6) a long-term plan for assessing the professional growth plan. This performance component is intended to go beyond knowledge and understanding *to* the doing and applying of skills to the practice of supervising teachers in a context with detail to multi-cultural, gender, and special needs. Complete instructions for this project are provided later in this document.

Diversity Components

Multicultural/Gender Issues: Through role-play, large group and small group discussions, students will explore diversity issues that can effect not only classroom observations and conferencing with teachers but also the overall learning environment related to meeting students and their needs.

Special Education Needs: Through role-play, large group and small group discussions, students will explore special education issues that can affect supervisory processes such as self-contained classrooms and special education-regular education team teaching situations as well as the overall learning environment related to meeting students and their needs.

Gifted Education Needs: Through role-play and large group and small group discussions, students will explore gifted education issues that can affect supervisory processes such as pullout gifted programs and teachers incorporating gifted/enrichment in the regular classroom.

Course Segments

The course is divided into **four** distinct segments:

Segment I: The purposes of supervision, the role of the supervisor, and the enlarged role of teachers in the processes of supervision are explored.

Segment II: Differentiated forms of supervision are explored to develop the requisite skills and knowledge needed by supervisors to work with teachers based on learning needs (career stages, preparation).

Segment III: The practice and application of observation techniques that can be applied to the pre-observation conference, classroom observation, and post-observation conference.

Segment IV: The development of a detailed professional growth plan for a teacher after conducting a full cycle of clinical supervision.

Instructional Methods

Varying models of instructional supervision are explored both critically and reflectively through, but not limited to, the following methods:

1. Critical reading and response to primary texts;
2. Instructor-or guest educator-led lecture and/or whole group discussion;
3. Small group focused discussion;
4. Modeling of appropriate interaction practices;
5. Cooperative learning groups;
6. Individualized learning;
7. Case study analysis;
8. Videotape analysis;
9. Role play;
10. Simulations;
11. Library research;
12. Situational problem solving and decision-making.

Articles relating to supervision and evaluation might be shared occasionally to supplement the text.

The Portfolio:

The Portfolio is a requirement for the Master’s Degree and the Specialist in Education Degree in the Program in Educational Administration and Policy. During the final semester of studies, the student presents and defends the portfolio as the Comprehensive Exam. Complete guidelines for the portfolio can be found at http://www.coe.uga.edu/leap/adminpolicy/med/requirements_masters.html for the Master’s Degree and http://www.coe.uga.edu/leap/adminpolicy/eds/specialist_portfolio.html for the Specialist in Education Degree.

For this course, the completed Individual Teacher Supervisory Plan with the Professional Growth Plan and the Supervisory Vision for Learning and Leading would be ideal artifacts to include in the portfolio.

Evaluation Criteria

Each of the following will determine the final grade:

- | | |
|--|-------------------|
| 1. Individual Teacher Supervisory Plan that includes 1) a Video-Tape of a Pre-and Post-Observation Conference, 2) raw observation notes using Classroom observation tools, and 3) a detailed Professional Growth Plan. | 120 Points |
| 2. Supervisory Vision for Learning and Leading | 30 Points |
| 3. Research Article Analysis and Presentation | 20 Points |

4. Reflective Journal	10 Points
5. Participation	20 Points
	200 Points

A (186-200 Points) B (172-185 Points) C (158-171 Points) D (144-157 Points) F (143 - Points)

General Expectations

1. Regular and prompt class attendance

Important learning occurs as we study together. However, as a former classroom teacher and administrator, I realize that professional responsibilities can at times make attending class difficult. I request that you provide notification to me in case of absence **in advance**. In emergencies, absences may be compensated for through special assignments arranged with the instructor. Excessive absences, lateness, and/or leaving early will negatively affect your final grade. Make-up work will be required.

2. Critical reading of all assigned material from the primary text and handouts.

3. Active participation and contribution

Involve yourself in class discussions. Effective supervision of instruction requires practice in the exchange of ideas with other educators.

4. Clinical skill development

As you participate in class discussions, exercises, case studies, role-playing and problem analysis, you should strive to integrate theory and research with practice. It is expected that you will demonstrate your knowledge and grow in the application of effective supervisory skills. This does not preclude a variety of successful approaches given myriad circumstances and levels of development among professionals.

5. Incompletes are generally not granted unless there are extenuating circumstances beyond the control of the student and a grade of “B” or better is the grade in the course at the time the student requests in writing an incomplete grade for the semester.

CALENDAR of READINGS and ACTIVITIES

EDAP 7020 Supervision of Instruction
Fall Term, 2005

Instructor: Sally J. Zepeda, Ph.D.
Associate Professor

Please note that the course calendar is a general plan for the course; deviations announced to the class by the instructor may be necessary to achieve course goals and objectives.

- 08/18/2005 Course Introduction
Supervision Defined (Lecture)
Supervisory Beliefs (Discussion and Lecture)
- 08/25/2005 Intents and Purposes of Supervision
Linking Instructional Supervision, Professional Development, and Teacher Evaluation
Developmental and Differentiated Supervision
Reading: Text Chapters 1 and 2
- 09/01/2005 Informal and Formal Supervisory Processes
Introduction to the Pre-observation Conference
The Pre-observation Conference—demonstration
Simulated Pre-observation Conferences
Reading: Text Chapters 3 and 4
Journal Prompt #1 Due
- 09/08/2005 Conducting a Classroom Observation
Observation Tools
Reading: Text Chapter 5
Research Article Analysis and Presentations Begin
- 09/15/2005 Observation Tools (Chapter 5, continued)
- 09/22/2005 Observation Tools (Chapter 5, continued)

- 09/29/2005 The Post-observation Conference: Demonstration
Simulated Post-observation Conferences
Reading: Text Chapter 6
- 10/06/2005 Career Stages and Adult Learning
Observation Skills and Techniques Practice (Video Simulations)
Reading: Text Chapter 7
- 10/13/2005 Observation Skills and Techniques Practice (Video Simulations)
Supervisory Vision for Learning and Leading Due
- 10/20/2005 Change, Motivation, and Leadership
Reading: Text Chapter 8
Observation Skills and Techniques Practice (Video Simulations)
- 10/27/2005 Fall Break—No Class—Go DAWGS!
- 11/03/2005 Peer Coaching—Moving toward more differentiated and developmental
forms of instructional supervision
Observation Skills and Techniques Practice (Video Simulations)
Reading: Text Chapter 9
- 11/10/2005 Action Research and Portfolio Supervision
Reading: Text Chapters 10 and 11
- 11/17/2005 Mentoring and Induction
Reading: Text Chapters 12 and 13
Individual Teacher Supervisory and Professional Growth Plan Due
- 11/24/2005 No Class—Happy Thanksgiving Holiday Break
- 12/01/2005 Revisiting the Supervisory Vision for Learning and Leading
Final Perspectives

Academic Honesty

All academic work must meet the standards contained in *A Culture of Honesty*. Each student is responsible to inform themselves about those standards before performing any academic work. The UGA Student Honor Code reads: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at http://www.uga.edu/ovpi/academic_honesty/ah.pdf

Accommodations

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and to facilitate your educational opportunities.

EDAP 7020—Supervision of Instruction Individual Teacher Supervisory and Professional Growth Plan Assignment 1

To gain mastery of the skills and processes associated with effective supervision of the classroom environment, the student will develop an Individual Teacher Supervisory Plan collaboratively with a teacher. The following is an outline with the caveat that the student has latitude to adjust the components to fit the unique characteristics of the teacher you are working, the school setting (context), and other unknown variables.

Section I: PROFILE: ESTABLISHING THE CONTEXT AND CHARACTERISTICS

Narrative

1. *Profile of the teacher for whom the plan is being developed.* Include such information as: Number of years in teaching (beginning teacher, etc.); number of years at this school setting; highest degree held; staff development activities over the past two years; views about supervision in general.

Narrative

2. *Profile of the Supervisory procedures in place in the setting.* Include a district or school description of the supervisory/evaluation process (appendix) and a copy of the evaluative forms used (appendix).

Narrative

3. *Profile of the School setting.* Identify the type of school (urban, suburban, rural, high school, elementary, middle school, public, private, parochial, military), and school demographics (size, number of students, number of teachers) and other areas that make the school context unique (e.g., theme school, charter school, block schedule, teacher attrition rates, socioeconomic status).

Section II: PRE-OBSERVATION CONFERENCE AND THE CLASSROOM OBSERVATION

This section is to be videotaped, but there is also a writing component to this phase of the plan:

1. *Pre-observation*: Conduct a pre-observation conference with the teacher you are working with. Use a standard format, either the one provided in class OR the format used by your district. In writing, identify the teacher's instructional concerns. Also, identify the supervisory focus and the data collection tools you will be utilizing during the observation.

2. *Observation*: After conducting the pre-observation conference, observe the teacher. The classroom observation should be at least forty-five (45) minutes long. This observation may or may not be videotaped (this will depend on the comfort level of the teacher, the availability of equipment, and/or school/district policies governing videotaping in the classroom). You and the teacher should mutually agree on this aspect. Also, you should run this past the principal to determine his/her comfort level with videotaping. Remember that the videotape will only be viewed by you, the teacher with whom you are developing the plan, and me. All tapes are returned to the student.

At least two observation tools are to be used to collect data. ***The observation notes (raw form) are to be included in what you hand in to the instructor.***

Section III: **The POST-OBSERVATION CONFERENCE**

This section is to be videotaped, but there is also a writing component to this phase of the plan:

1. You will conduct a post-observation conference with the teacher you observed. This conference should be held in the classroom in which the teacher you observed taught the lesson. You will present the data in such a way that the teacher can begin to orally reflect on his/her instruction. Remember to show data by using the tools that we learned in class AND to address the teacher's concerns (which were to be teased out during the pre-observation conference).

2. The writing component. You are to submit a formal report of your observation and include the major points that were discussed with the teacher. Focus on the data that were collected, and how the teacher responded to the data. Refer to the form used in class.

Here are some additional questions to help you frame the written summary:

- a) What data did you share with the teacher, noting strengths and future target areas for the teacher to focus?
- b) What areas did the teacher want to focus on during the post-observation conference?

c) Assuming there is truth to the statement, “The more teachers talk about teaching, the better they get at it” (McGreal, 1983), what do you think the teacher learned about his or her own teaching through the experience?

Section IV: **THE PROFESSIONAL GROWTH PLAN**

Based on the pre-observation conference (area of focus), the observation, and the discussion in the post-observation conference, you are to develop a semester-long DETAILED professional growth plan WITH the teacher. Include areas for the teacher to explore, ways in which the teacher can explore these areas, and any other mutually agreed on aspect (e.g., what artifacts to include). Include how you and the teacher will mutually monitor the plan (e.g., markers of completion, time frame). Negotiate how you and the teacher will communicate about the plan once it is in place.

See Figure 6.7 to assist with framing the Professional Growth Plan, and think through the following as you plan with the teacher:

Start by writing a rationale including the need for the Professional Growth Plan. Remember, though, that this is not a Plan of Remediation.

Include such information as to why a plan needed? What data led you to realize that the plan is needed? Situate this plan within the context of the school or system in which the plan is being developed. Then proceed with the following components of the plan.

1. List the objectives and/or goals of the plan.
2. Identify the characteristics of the teacher (first-year, alternatively-certified, veteran teacher).
3. What are the needs of the teacher based on your work and what the teacher identifies as needs?
4. How did you determine these needs? Or How would you determine the needs?
5. How did you involve the teacher in the planning, ongoing assessment, evaluation?
6. What resources are needed? What are the costs of these resources?
7. Detail the workings of the plan: a) What will be involved? b) What will the teacher be doing (hopefully, more than just listening to someone)? c) What activities are planned for the teacher? d) Identify the types of learning activities that will be embedded in the day-to-day work of the teacher and how these activities will be embedded in the workday.
8. What types of on-going support will be provided for this teacher? How will this support be given and by whom?
9. How will you monitor the plan?

Section V: REFLECTIONS ON THE PROCESS AND SUMMARY

What insights have you gained about the process of working with teachers and your role as a supervisor? What have you learned? What are the 'rough' spots? How does a supervisor overcome the rough terrain of working with teachers?

All materials should be bundled together in such a way that the videotape and other artifacts do not get lost.

Highlight of what to include in this packet:

1. Profile of the teacher and the school context.
2. Pre-observation (videotaped and notes).
3. Observation (videotape and/or raw notes).
4. Discussion of what data collection tool (s) you used and why (include raw notes).
5. Post-observation conference (videotaped and formal narrative report).
6. Detailed professional growth plan.
7. Reflections on the process and Summary.

Revised: 07/31/05 © Zepeda

EDAP 7020

Rubric

Individual Teacher Supervisory and Professional Growth Plan

Each component of the Individual Teacher Supervisory and Professional Growth Plan will be assessed overall based on the following three criteria:

1. **Completeness** (Have all of the requirements for that component been completed?);
2. **The degree to which the project provides a coherent image of a comprehensive teacher growth plan** (Does the professional growth plan follow logically from the focus identified in the pre-observation conference, the observational tool used, the data collected during the observation, and the report from the post-observation conference?); and,
3. **The extent to which the student has demonstrated the ability to create an atmosphere of collaboration in the supervision process** (Do the artifacts from the process demonstrate equal involvement on the part of the teacher and the supervisor?).

Elements	Meets	Partially Meets	Does Not Meet	Points	Comments
Teacher Profile/School Context Narrative * Profile of the teacher for whom the plan is being developed * Profile of the supervisory and evaluative procedures in place in the setting * Profile of the School setting				10	
Pre-observation Form *Identification of classroom context, characteristics of the learners * Learning objectives * Focus mutually identified between the supervisor and the teacher				15	
Discussion of which Data Tools Used and Why * uses at least two data collection tools and spends a minimum of 45 minutes observing the teacher				15	
Raw Classroom Observation Notes * notes detail what was observed—what was the teacher doing and what were the children doing; * extrapolates a composite of teaching and learning based on the lesson being taught, and the characteristics of the students				10	

Elements	Meets	Partially	Does	Points	Comments
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		Meets	Not Meet		
Post-observation Conference Report * presents data in a value-free manner; * allows teacher to analyze and reflect “out-loud” about the data * teacher is able to reconstruct the lesson				25	
Professional Growth Plan * Based on the pre-observation conference (area of focus), the observation, and the discussion in the post-observation conference, a <u>DETAILED</u> professional growth plan include areas for the teacher to explore, ways in which the teacher can explore these areas, and any other mutually agreed on aspect (e.g., what artifacts to include). *Monitoring plan (e.g., markers of completion, time frame).				35	
Reflections on the Process and Summary				10	
Total Points					

SJZ, 2005

Developing a Supervisory Vision for Learning and Leading Assignment 2

The Supervisory Vision for Learning and Leading is worth 30 points toward the final grade in EDAP 7020. This vision is important as it will contain your beliefs and values about students, learning, and leading and how these influence the supervision of instruction as well as other factors including adult development and growth, instructional methods, and the ways in which the “best,” and the “worst” teachers teach the way they do.

The Supervisory Vision for Learning and Leading is due at the mid-point of the semester, October 13, 2005 and will be formally revisited at the end of the semester (December 1, 2005). Developing a vision is a process shaped by experiences, beliefs, values, and myriad other factors that interact with each other over time. During this course, you will develop and revisit the vision for learning and leading. Moreover, the vision should assist with the development of the Philosophy of Educational Administration and Policy, a requirement for Master’s Degree students.

The Assignment: Articulate in writing your vision of learning and leading. This vision should be no more than 3 or 4 pages, typed and double-spaced. Kindly use 12-point font preferably Times New Roman. If materials to support the vision for learning and leading are used, please use APA 5th Edition to cite these materials.

The following questions can serve to guide this process. Also, see ELCC Standard 1, Elements 1.1 to 1.5 (distributed on the first night of class).

- What do I stand for?
- What is my personal vision about teaching, students, and achievement?
- What does good teaching look like? What separates good teaching from excellent teaching, mediocre teaching?
- How does data about learning translate to teaching, professional development, and the needs of the community?
- What contextual factors affect the development and implementation of a vision for learning and leading at the building site?
- What types of support would teachers need to achieve good teaching as I envision this picture of good teaching?
- How does instructional supervision, evaluation, and professional development fit into this scheme of support?
- What types of teaching do students need to learn? Can all children learn?

Assessment Rubric for the Vision Learning and Leading

Element	Meets	Partially Meets	Does Not Meet	Points and Comments
Context Factors Identified				
Scope and Sequence of the Vision				
Leadership to move the vision forward				
Collaborative Relationships—Working with Others to Promote Learning and Leading				
Organizing Programs and Services to Support Student Learning				
Planning for Improving Curriculum, Teaching, and Learning				
Promoting Best Instructional Practices				
Uses of Technology to Support Instruction				
Supporting Diversity and Sub-Populations				
Summary				

SJZ, 2005

**Reflective Journal Prompt
Assignment 3**

General Directions: Respond to the following prompt in “informal” reflective discussion format. All prompt responses are **confidential**. Periodically, common themes from responses will be aggregated and shared (without student identity attached) to be used as a point of departure for class discussion. **In a manila file folder, hand in a “hard” copy of the Journal Response.** Use a standard 12-point computer type font (e.g., Courier, Helvetica, Times New Roman). Check printer ribbon or ink jet cartridge for darkness.

You may want to consult the professional literature (refereed and non-refereed) to underscore a point. If you consult the professional literature, use standard APA Guidelines (Fifth Edition) when you cite materials. Also, provide a reference page at the end of your response.

Journal Prompt # 1 The Good, The Bad, and The Ugly (Due September 1, 2005)

- 1) Describe in detail the “best” and “worst” supervisory experience you have had as a teacher.
- 2) How did you feel about each experience (best and worst)?
- 3) What process factors (how “it” was done) characterized the “best” experience?
- 4) What process factors (how “it” was done) characterized the “worst” experience?

EDAP 7020, Assignment 4

**Article Share—Landscaping the Research in the Field of Instructional Supervision
Directions for Preparing the Presentation**

The purpose of this assignment is to examine an area of research in the field of instructional supervision. As a starting point, please review the numerous journals that present the research

about instructional supervision and related areas such as professional development, peer coaching, adult learning theory, motivation, and other areas.

The article selected should report empirical research either quantitative or qualitative methods not “opinions” about a topic or aspect related to instructional supervision. The article must come from a scholarly, refereed journal.

Directions

1. Select an area of interest from the list (see below)
2. Scan the indexes of the journals and choose an article to report the results of research on instructional supervision. Articles should be recent which is defined for the purposes of this course as no more than a five-year publication date.
3. Prepare a five to seven minute presentation.
4. Provide for each classmate a copy of the article and a cover of the journal (make sure that the volume and issue numbers are on the article).

Reporting Protocol

1. Five to seven minute presentation to include:
 - a) a general summary of the article with research methods and findings
 - b) implications for the practice of instructional supervision
2. After the presentation, the participant will field questions.

Assessment

This assignment is worth 20 points toward the final grade in this course. The attached rubric will be used to grade the presentation of research.

Research Article Share Topics

Directions: Only one person can sign-up for a topic unless there is an asterisk next to the topic. Then only two people can elect to explore this topic and both people must coordinate efforts to eliminate the possibility of each using the same article.

1. portfolio development and teacher supervision/evaluation
2. supervision and national standards:
 - English
 - Math
 - Science
 - Other
3. peer coaching *
4. cognitive coaching
5. mentoring *
6. induction *
7. first-year teachers *
8. marginal teachers
9. veteran teachers
10. action research
11. video-tape analysis of teaching
12. differentiated supervision or developmental supervision
13. teacher leadership
14. teacher empowerment/leadership
15. reflection *
16. incompetent teachers
17. classroom observation tools and methods/techniques
18. needs of alternatively-certified teachers
19. adult learning
20. teacher burn-out
21. teacher attrition
22. job-embedded learning
23. supervision and technology
24. supervision of special education and/or gifted/talented teachers
25. supervision of paraprofessionals
26. supervision of the school nurse, counselor, social worker
27. collaboration
28. professional learning communities
29. Other _____

Guiding Principles:

1. Prepare a five to seven minute presentation.
2. Provide for each classmate a copy of the article and a cover of the journal. Make sure that the volume and issue numbers are on the article. Print article back-to-back.
3. After each presentation, time will be given to discuss implications for practice.

Rubric for Assessing Research Article Analysis and Presentation

Elements	Meets	Partially	Does	Points	Comments
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		Meets	Not Meet		
Content					
Articulate a connection of the research to instructional supervision					
Demonstrate a connection between the research and its application within a context					
Ability to analyze research					
Promote best practices in supervision					
Research-based article from a refereed journal					
Presentation					
Lasts between 5 and 7 minutes					
Summarizes salient points					
Clear, audible voice					
Eye contact with audience					
Professional language					
Fields questions					
Total Points					

SJZ & JBA, 2005

JOURNAL LIST

REFEREED Journals

The following journals routinely contain articles specifically related to the study of instructional supervision and teacher evaluation:

Journal of Supervision and Curriculum Development *— research articles on public K-12; private; and community college. Refereed journal, research articles, book reviews, and commentaries are often included.

Journal of Teacher Education *— International research journal on public and private schools. Refereed journal, research articles, book reviews, and commentaries are often included.

Other Journals (research) that will contain articles related to supervision and evaluation issues include:

<i>Peabody Journal of Education</i> *	<i>Education and Urban Society</i> *
<i>Harvard Educational Review</i> *	<i>American Journal of Sociology</i> *
<i>Elementary School Journal</i> *	<i>Educational Research</i> *
<i>Journal of Educational Administration</i> *	<i>Review of Educational Research</i> *
<i>Educational Theory</i> *	<i>Planning and Changing</i> *
<i>Educational Administration Quarterly</i> *	<i>Teachers College Record</i> *
<i>American Educational Research Journal</i> *	<i>Educational Research Quarterly</i> *
<i>International Education</i> *	<i>Journal of Educational Research</i> *
<i>National Forum of Educational Administration and Supervision Journal</i>	<i>Studies in Educational Evaluation</i> *
<i>High School Journal</i> *	<i>Journal of School Leadership</i> *
<i>International Electronic Journal for Leadership and Learning (ASCD)</i>	<i>Journal of Staff Development</i> *
<i>NASSP, The Bulletin</i> *	<i>Urban Education</i> *
	<i>Educational Evaluation and Policy Analysis</i> *

The following are “popular” professional publications. The articles are not necessarily based on the results of recent research, although they often are. They are written in a less formal style and often talk about the application of research in school settings, rather than the actual research design, methods of data collection and analysis, and results as found in the research journals.

<i>American School Board Journal</i> *	<i>School Executive</i> *
<i>School Administrator</i> *	<i>Phi Delta Kappan</i> *
<i>Educational Leadership</i> *	

There are many other excellent professional and research journals. The ones listed above have generally been those in which articles pertaining to instructional supervision and other related topics (e.g., professional development) regularly appear.

* = UGA Library

**Research Article Analysis and Presentation
Sign-up Sheet, Fall Semester 2005**

	Name	Topic
September 8, 2005	_____	_____
	_____	_____
	_____	_____
September 15, 2005	_____	_____
	_____	_____
	_____	_____
September 22, 2005	_____	_____
	_____	_____
	_____	_____
September 29, 2005	_____	_____
	_____	_____
	_____	_____
October 6, 2005	_____	_____

	Name	Topic
October 13, 2005		
October 20, 2005		
October 27, 2005		
November 3, 2005		
November 10, 2005		
